



Co-funded by the
Erasmus+ Programme
of the European Union

Teaching teachers in Europe

An exploration in policies and choices

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Methodology > *the idea*

- Pragmatic, objective qualitative research

*“A basic or fundamental qualitative description used to describe, done for the purpose of providing a **descriptive summary of the data**”*

(Sandelowski, 2000)

- Rather superficial (e.g. explorative aim)

*“Either they combine several methodologies [...] or claim no particular methodological viewpoint at all. Generally, the focus [...] is on **understanding** [...]”*

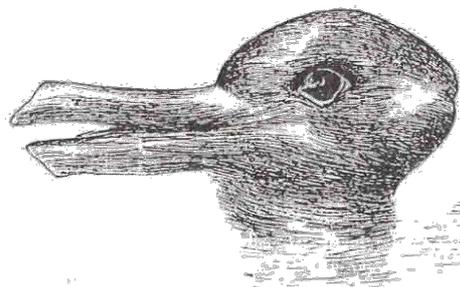
(Caelli, Ray & Mill, 2003)

Methodology > *the effectuation*

- 27 different questions
- Different scholars (education lawyers)

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The Structure of Scientific Revolutions *(Kuhn, 1962)*



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Approach

Teaching teachers in Europe

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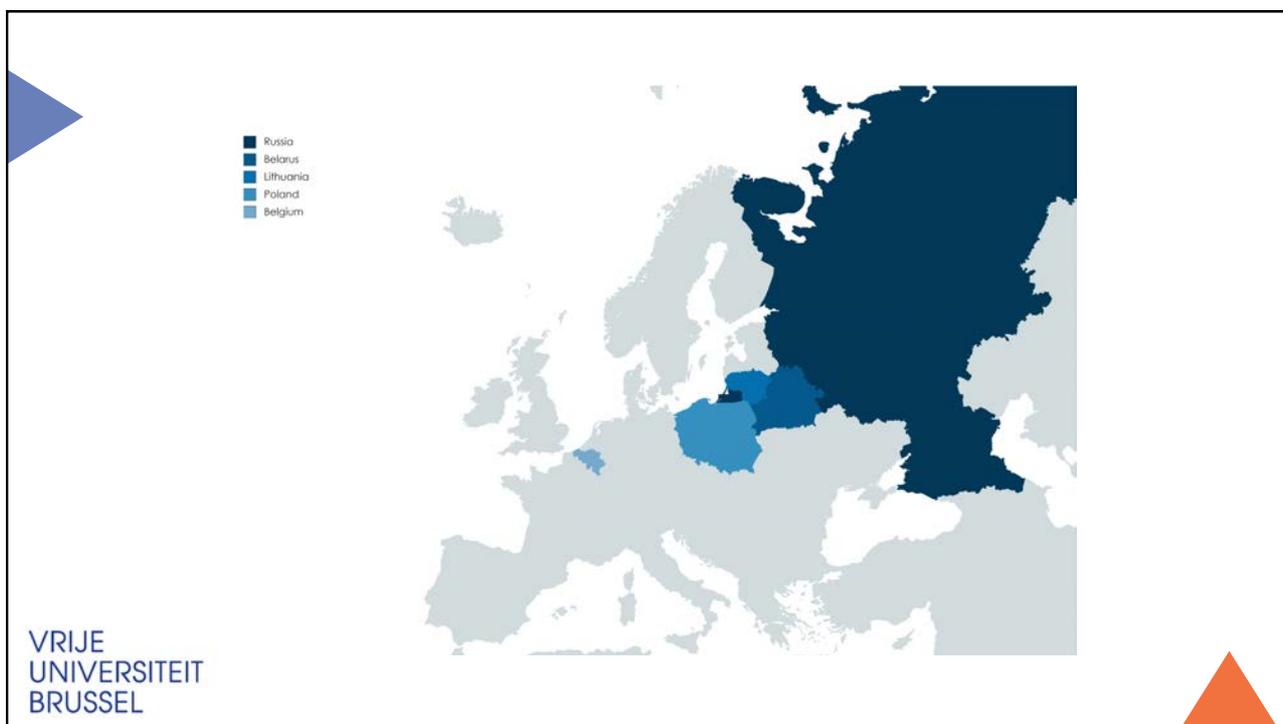


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Approach

- (initial) Teacher education
- Teaching professions

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Results

- Eligibility
- (initial) Teacher education programmes
- (continuous) Professional Development
- Policy and policy makers

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I. Eligibility

*“Within education institutions **teachers** are widely recognised in the research as the most powerful determinants of pupil achievement”*

(Hattie, 2003)

I. Eligibility

a. Required degree

- All teachers need a(t least) a **bachelor's degree**
- Needed qualification differ along the level of education
- Initial teacher training is taken care of by **institutions for higher education**

I. Eligibility

a. Required degree

- “**universitation of**” (Vidovic & Domovic, 2013) or “**universitized**” (Biesta, 2012) initial teacher education

*“shift from rather traditional, craft-oriented and ideological model towards a more **academic and professional one**”*

(Sancho-Gil, Sánchez-Valero & Domingo-Coscollola, 2017)

*“While **small-scale providers**, embedded in the local education community system, can better promote professional identity building and integrate teachers’ learning experiences across career stages, **larger higher education insitutions** can give knowledge input by high-level experts, access to research and superior resources”*

(Lewin & Stuart, 2003)

I. Eligibility

b. Language proficiency

- *The expectations regarding proving ones proficiency*
- Passing language test: Belgium & Lithuania

I. Eligibility

c. Impeccability

- Lack of criminal convictions
 - Certificate (e.g. Belgium & Russia)
- Medical suitability (e.g. Belgium)

I. Eligibility

d. What did we miss?

- Admission requirements (initial) teacher education

“Academic excellence in subject knowledge should count as it has been proven to be beneficial to student learning”

(Goe, 2007)

- Universitation: *setting new admission requirements*
 - *Upper secondary education towards bachelor’s degree*

II. Teacher education programmes

*“Teachers need highly refined **knowledge and skills** for assessing pupil learning and a **wide repertoire of practice** - along with the knowledge to know when to use different strategies for different purposes”*

(Darling-Hammond, 2006)

II. Teacher education programmes

a. Content

- Thorough pedagogical & didactical training
 - Classroom management
 - Techniques on gaining students' attention
 - Development of critical thinking
- Seperate/designated courses or integrated in curriculum

II. Teacher education programmes

b. Learning by doing

*“Teachers must **learn for practice**, but also **from practice** and initial teacher education must not only provide knowledge, but also help teachers to access it and reflect on their practice”*

(Caena, 2014)

*“Practice is considered an **essential and integrated part** of initial teacher education in several countries, and is planned with incremental degrees of difficulty throughout the programme”*

(Caena, 2014)

II. Teacher education programmes

b. Learning by doing

*“Evidence strongly recommends an **extended school practice** (at least 30 weeks), interwoven with coursework and carefully mentored”*

(Darling-Hammond, 2006)

- International trend to increase the amount of practical training and learning in schools, a so-called...

*“**turn to the practical**”*

(Hayle, in Furlong & Lawn, 2011)

II. Teacher education programmes

b. Learning by doing

Points of attention!

*“A good **balance between theory and practice** enables teaching to be viewed as a problem-solving or research-in-action activity, closely linked to students’ learning and progress”*

(Garbe, Holle & Weinhold, 2009)

*“Teacher education cannot be boiled down to a short, intensive immersion in a school setting where future teachers, like apprentices, are placed to observe, imitate and acquire **the craft of teaching** of expert practitioners”*

(Korthagen, Loughran & Russel, 2006)

II. Teacher education programmes

c. What did we miss?

- Content: *how are the issues covered?*
- Nature of practical work and balance with theory
- Follow-up after graduation (e.g. formal induction)

III. Professional development (CPD)

*“Basically, both teachers and educational authorities should acknowledge that professional development is at the same time **the teachers’ duty and right**”*

(Holdsworth, 2010)

III. Professional development (CPD)

a. Teachers’ duty

- Some consensus that CDP may be regarded as **mandatory**

III. Professional development (CPD)

b. Teachers' right

- All countries have systems for CPD
- Diversity in elaboration
 - Well-organized (e.g. Belgium)
 - Work in progress (e.g. Belarus)

III. Professional development (CPD)

c. What did we miss?

- Variety in (degree of) implementation: *coherent (European) strategy?*

IV. Policy and policy makers

*“The structure of education is not only shaped by history, culture and economics, but increasingly **dictated by politics**”*

(Craig, 2016)

IV. Policy and policy makers

a. Teaching profession

- The central (federal) administration seems to have the strongest hand (e.g. Belarus & Lithuania)

IV. Policy and policy makers

b. (initial) Teacher education

- (educational) Autonomy of institutions
- Constraints central (federal) administration

IV. Policy and policy makers

c. What did we miss?

- Political context and culture: *local, global and glocal*
- Reflection of prevailing traditions and trends, concerning centralized of decentralized administration

*“Teacher education in different countries can be describes as **translations of European policies**, with innovative potential in glocal developments”*

(Caena, 2013)

IV. Policy and policy makers

c. What did we (all) miss?

*“[Public discourses and policy documents] often serve to a dull **sensitivity to the complexities** that underlie the practices of teacher education [by] filtering out of **historical, social and political assumptions**”*

(Popkewitz, 1987)

Concluding remarks

- Basis for thinking about similarities, differences and the underlying meaning of both
- Convergence initial teacher education
 - Bachelor's degree (universitation)
 - Content
- Further research needed on policy and policy makers

- Consensus concerning CPD